**University of West Alabama**

**COE**

**5E Lesson Plan**

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| Teacher: \_\_\_\_\_\_\_\_\_\_\_Mark Wells\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Date: \_\_\_\_\_\_\_\_\_\_\_5/29/16\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Subject area/course/grade level: \_\_\_PE 3-5 grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Materials: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Court tape  4 basketballs  4 cones  Poster to label stations  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Standards: \_\_\_\_\_\_**P-12 AL Course of Study Standards** (1, 9%)AL-PEPE.1 AL-SDE.290.3.3.04.A.1.2 AL-SDE.290.3.3.04.A.1.3 AL-SDE.290.3.3.04.G.1\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Objectives: \_\_After instructions and demonstration the students will be able to dribble and pass the basketball.  The students will be able to: 1. Pass the ball back and forth with a partner 10 times without either person dropping a pass. 2. Dribble the ball to half-court and back without losing the ball or double dribbling 2 times.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Differentiation Strategies: \_\_\_The students will have a checklist to check off as they learn the skill.  The students will take a pre and post test before and after the lesson.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| **ENGAGEMENT:**  Students will enter in single file line  Students will put their coats on the coat rack and proceed to their seats  Spots have been painted on the floor and each student has a designated spot to seat each day  Assessment | | | | | |
| **EXPLORATION:**  Stations: There will be 2 stations- Passing and Dribbling. They will be labeled as such also. There will be 2 groups. There will be one group per station. We will rotate from station to station every few minutes  Pass:  Get in triple threat position. Triple threat position is to have feet shoulder width apart pointing towards the base line. Put one hand to the side of the ball for balance and the other hand behind the ball. Knees should be slightly bent. Elbow should be pointing directly ahead.  Step and pass with the same side leg and arm. Go from the flexed state of arm to extended. Flick the wrist and watch the ball fly to the partner. Do this 10 times in a row without either person dropping a pass.  Dribble: Get in triple threat position. Triple threat position is to have feet shoulder width apart pointing towards the base line. Put one hand to the side of the ball for balance and the other hand behind the ball. Knees should be slightly bent. Elbow should be pointing directly ahead towards the wall in front. Step and dribble the ball with the same side foot and arm. Slowly dribble the ball to half court and back without losing the ball or double dribbling. Do this two times without losing the ball or double dribbling. | | | | | |
| **EXPLANATION:**  The teacher will be monitoring the students while they do their skills tests. The teacher will be observing to see if the students use the correct form that the teacher showed them previously. They will be at different stations so the teacher will be observing more than one station throughout the class period.  Assessment | | | | | |
| **ELABORATION:**  The teacher will call the students in to stretch.  The students will touch their toes with the feet together and spread apart.  As the students are stretching the teacher will tell them what they did well as a group and what they need to improve on. The teacher will tell the students who got checked off. Then the teacher will tell them to be prepared for another day of dribbling and passing, then dismiss.  Assessment | | | | | |
| **EVALUATION:** | | | | | |
| **Performance Assessment** | | | |
|  | **Target** (3 pts) | **Acceptable** (2 pts) | **Unacceptable** (1 pt) |
| **P-12 AL Course of Study Standards** (1, 9%)AL-PEPE.1 AL-SDE.290.3.3.04.A.1.2 AL-SDE.290.3.3.04.A.1.3 AL-SDE.290.3.3.04.G.1.1 | Selects appropriate AL Course of Study standards that link to the lesson objectives. | Selects appropriate AL course of Study standards. | Selects limited appropriate AL Course of Study standards. |
| **Lesson Objectives** (1, 9%)AL-PEPE.1 NCATE.1.C | Objectives include higher order thinking, are written in terms of observable and measurable student behavior, and appropriately fit age/ability level of students. | Objectives are written in terms of observable and measurable student behavior and appropriately fit age/ ability level of students. | Objectives written in terms of unobservable and/or unmeasurable student behavior and/or do not fit age/ability level of students. |
| **Assessment** (2, 18%)AL-PEPE.3 AL-SDE.290.3.3.04.A.2.2 AL-SDE.290.3.3.04.H.2.1 | Assessment strategies clearly match lesson objectives and are appropriate for diverse learners including gender and cultural sensitivity. | Assessment strategies match lesson objectives and include appropriate accommondations for diverse learners. | Assessment strategies do not match lesson objectives and include few or no accommodations for diverse learners. |
| **Instruction/Review and Purpose** (2, 18%)AL-PEPE.2 AL-SDE.290.3.3.04.A.2.3 | Includes a clear review of previously learned content, provides steps to secure students' attention, and states lesson's purpose and objective(s) related to students' lives. | Includes some reference to previously learned content and states purpose and objectives. | No review of previously learned content and no clear purpose of lesson. |
| **Instruction/Pedagogy** (1, 9%)AL-PEPE.1 AL-PEPE.2 AL-SDE.290.3.3.04.A.2.2 AL-SDE.290.3.3.04.B.1.5 AL-SDE.290.3.3.04.B.1.6 AL-SDE.290.3.3.04.B.2.1 AL-SDE.290.3.3.04.D AL-SDE.290.3.3.04.G.2.1 NCATE.1 NCATE.1.B | Instruction is appropriate for diverse learners including gender and cultural sensitivity, with logical and step-by-step procedures, and provides evidence of knowledge of subject matter. | Instruction is appropriate for diverse learners, with logical step-by-step procedures and provides evidence of knowledge of subject matter. | Instructional procedures lack organization, evidence of knowledge of subject matter and/or appropriate accommodations. |
| **Guided/Independent Practice** (1, 9%)AL-PEPE.2 AL-PEPE.3 AL-SDE.290.3.3.04.A.2.2 | Provides appropriate guided/independent practice for all students. | Provides guided/independent practice for some students. | Adequate practice is not provided and/or is not appropriate for lesson objectives. |
| **Closure** (1, 9%)AL-PEPE.2 | Includes details of a clearly summarized lesson related to lesson objectives. | Lesson is summarized. | Little evidence of any closure or summary of lesson. |
| **Materials & Resources** (1, 9%)AL-PEPE.1 AL-SDE.290.3.3.04.A.2.2 AL-SDE.290.3.3.04.G.2.4 | All materials and resources are clearly identified and are appropriate for all learners to meet lesson objectives. | Most materials and resources are clearly identified and are appropriate for all learners | Materials and resources are not clearly identified and/or not appropriate for all learners. |
| **Reflection** (1, 9%)AL-PEPE.7 | Candidate analyzes lesson in a critical fashion and provides constructive criticism including strengths and weaknesses of lesson, as well as alternative ways of teaching the lesson in the future. | Candidate analyzes lesson and provides some constructive criticism. | Reflection is not included or is not a detailed analysis. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.